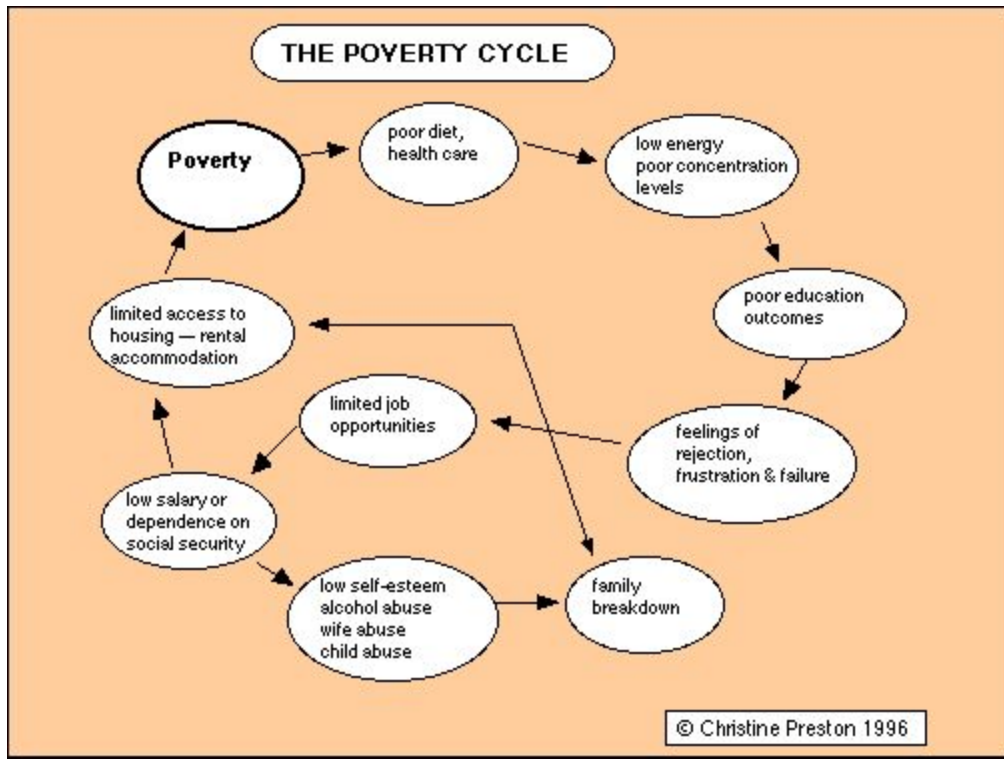


The Poverty Cycle in *Make Lemonade* and “Hidden in America”



For your second WRITING PROJECT for the first quarter, you will write a **compare/contrast essay** about *Make Lemonade* and *Hidden in America*. Use your character study handouts, annotations, and class notes to brainstorm your ideas below. Your printed, final typed draft should be 3 pages long (3-4 paragraphs) and follow the **MLA format**. All margins should be 1", the essay should have an **MLA header**, be **double-spaced**, include a **centered title**, and use one consistent 12 point font throughout.

The project is worth 100 points and is due at the beginning of class on **October 20th**.

ESSAY PROMPT:

Identify the similar and different challenges that two characters in *Make Lemonade* and *Hidden in America* face in the poverty cycle. Then evaluate their actions and how they respond to improve their difficult situations.

INCORPORATION OF DATA:

In addition to evidence from the texts, you **MUST** use **TWO DIFFERENT DOCUMENTS** from the data packet on poverty that **SUPPORT** and **RELATE** to your position. You need to give background for the document, explain the data and provide specific information from the document. The **POVERTY CYCLE** graphic illustration should be cited as Document Number Eight. You will cite the source with an in-text citation providing the document number.

For example:

According to an NBC News/Wall Street Journal poll taken in June 2013, 24% of the people polled believe that the reason that is “most responsible for the continuing problem of poverty” is “[t]oo much welfare that prevents initiative” (Document Number Five).

Use your annotations, graphic organizer for “Hidden in America,” the Data Packet on Poverty, and class notes to brainstorm your ideas below.

Consider

- How do they raise their children?
- What struggles do their children face?
- What types of jobs or education or skills do they have or hope to have?
- What are their opinions about welfare, helping others or accepting help from others?
- How do they believe that people in poverty should solve their problems?
- What are the problems that they expose their families to or protect their families from?

BRAINSTORMING for THEME:

What are the lessons that Make Lemonade teaches?

- 1.
- 2.
- 3.

What are the lessons that “Hidden in America” teaches?

- 1.
- 2.
- 3.

CIRCLE THE TWO MOST IMPORTANT THEMES above and use them to BRAINSTORM A THEMATIC TITLE:

TITLE and INTRODUCTORY PARAGRAPH (20 points)

THEMATIC TITLE: Brainstorm three different versions and circle your best one
(2 points)

- 1.
- 2.
- 3.

Now use the best title to craft 1-3 sentences for a THEMATIC LEAD that relates to the title and helps the reader to understand the LESSON that the reader or viewer learns from the texts:

THEMATIC LEAD (5 points)

BRIDGE SENTENCES: Draft a few sentences that relate the thematic lesson to the characters in both texts. Include the names of the texts and the author/director (3 points)

BRIEF SUMMARY OF TEXT ONE: Include the main characters, setting, conflict and plot. Give the beginning, middle and end (2.5 points).

BRIEF SUMMARY OF TEXT TWO: Include the main characters, setting, conflict and plot. Give the beginning, middle and end (2.5 points).

THESIS: Use this organizer to write a thesis: It should be ONE sentence and have TWO claims.

Sample One

Although **both** _____ and

_____ are similar

because _____, they

are different because _____.

OR

Sample Two

While _____ and
_____, both
_____,
a key difference between them is _____.

OR

Sample Two

Write a thesis of your own:

(5 points)

FIRST BODY PARAGRAPH: COMPARISON -- HOW TWO SELECTED CHARACTERS FACE SIMILAR CHALLENGES or HAVE SIMILAR CONDUCT and LEARN A SHARED LESSON (25 points)

1. Indent and use a TRANSITION WORD TO START YOUR PARAGRAPH (.5 point)
2. Craft a TOPIC SENTENCE that lays out a MAIN IDEA about how BOTH characters are SIMILAR and use the word BECAUSE to extend your main idea (2 points)
3. Give the backstory and context in your own words for evidence from TEXT ONE that supports your MAIN IDEA about how the characters are SIMILAR. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (2 points)
4. Next use ONE to TWO QUOTES from TEXT ONE that show SIMILAR CHALLENGES or CONDUCT and that match the SCENE. Integrate the quote properly and give page numbers for each quote (Author's last name page number) (2 points)
5. Restate the QUOTE in your own words to explain it (1 point)
6. Explain the significance of the quote and how it connects to your MAIN IDEA (1 point)
7. Introduce the data source that you plan to use . Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea and cite the document source (4 points)
8. Use a transition word to introduce the "COMPARE" idea from TEXT TWO (like "similarly") (.5 point)
9. Give the backstory and context in your own words for evidence from TEXT TWO that supports your MAIN IDEA about how the characters are SIMILAR. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (2 points)
10. Now use ONE to TWO QUOTES from TEXT TWO that show SIMILAR CHALLENGES or CONDUCT and match the SCENE. Integrate the quote properly and give page numbers for each quote (Author's last name page number) (2 points)
11. Restate the QUOTE in your own words to explain it (1 point)
12. Explain the significance of the quote and how it connects to your MAIN IDEA (1 point)
13. Introduce the data source that you plan to use . Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea and cite the document source (4 points)
14. Write CONCLUDING SENTENCES that explain the significance of the data and how the data relates to the characters' SIMILAR CHALLENGES or CONDUCT. Identify the shared lesson that connects the characters (2 points)

SECOND BODY PARAGRAPH: CONTRAST -- HOW TWO SELECTED CHARACTERS FACE DIFFERENT CHALLENGES or HAVE DIFFERENT CONDUCT and LEARN A DIFFERENT LESSON (25 points)

15. Indent and use a TRANSITION WORD TO START YOUR PARAGRAPH (.5 point)
16. Craft a TOPIC SENTENCE that lays out a MAIN IDEA about how BOTH characters are DIFFERENT and use the word BECAUSE to extend your main idea (2 points)
17. Give the backstory and context in your own words for evidence from TEXT ONE that supports your MAIN IDEA about how the characters are DIFFERENT. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (2 points)
18. Next use ONE to TWO QUOTES from TEXT ONE that show DIFFERENT CHALLENGES or CONDUCT and match the SCENE. Integrate the quote properly and give page numbers for each quote (Author's last name page number) (2 points)
19. Restate the QUOTE in your own words to explain it (1 point)
20. Explain the significance of the quote and how it connects to your MAIN IDEA (1 point)
21. Introduce the data source that you plan to use . Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea and cite the document source (4 points)
22. Use a transition word to introduce the "CONTRAST" idea from TEXT TWO (like "on the other hand") (.5 point)
23. Give the backstory and context in your own words for evidence from TEXT TWO that supports your MAIN IDEA about how the characters are DIFFERENT. Include the specific scene details that relate to your evidence using examples, speaker name, audience etc. (2 points)
24. Now use ONE to TWO QUOTES from TEXT TWO that show DIFFERENT CHALLENGES or CONDUCT and match the SCENE. Integrate the quote properly and give page numbers for each quote (Author's last name page number) (2 points)
25. Restate the QUOTE in your own words to explain it (1 point)
26. Explain the significance of the quote and how it connects to your MAIN IDEA (1 point)
27. Introduce the data source that you plan to use . Explain the document, give the title of the graph, chart, or cartoon; identify the type of graphic that is presented, use the actual data and connect it to your main idea and cite the document source (4 points)
28. Write CONCLUDING SENTENCES that explain how the quotes relate to the characters' DIFFERENT CHALLENGES or CONDUCT. Identify the different lessons that the characters learn (2 points)

CONCLUSION PARAGRAPH: WHICH CHARACTER HAS A BETTER RESPONSE OR REACTION OR SOLUTION TO PROBLEMS; WHY? (10 points)

29. Indent, use a transition word to start your final paragraph (.5 point)
30. Craft a sentence that evaluates the conduct of the TWO CHARACTERS and relates to the challenges that they face or the benefit or harm of their CONDUCT (1.5 points).
31. Explain which character faces MORE DIFFICULT CHALLENGES and WHY (1 point)
32. Explain which character faces LESS DIFFICULT CHALLENGES and WHY (1 point)
33. Explain which character RESOLVES the CHALLENGES better and WHY (1 point)
34. Explain which character does NOT RESOLVE the CHALLENGES better and WHY (1 point)
35. What should the CHARACTERS be less concerned about? Why? (1 point)
36. What should the CHARACTERS be more concerned about? Why? (1 point)
37. Give ADVICE about what people should do to resolve SIMILAR CHALLENGES related to the POVERTY CYCLE (1 point)
38. Be sure that the advice relates to your TITLE and LEAD (1 point)

Grammar, Language, and Mechanics: (10 points total)

39. You avoid first person and second person pronouns (I, you, me us, we, our) (2 points).
40. You follow parallel structure and maintain the order that you explore and analyze the texts in the order that you define in the introductory paragraph (2 points)
41. You cite the texts accurately and use proper typographical features (underlining or quotation marks) (2 points).
42. You proofread for spelling and capitalization and accurately spell all character names, titles, and geographical locations (2 points).
43. You follow rules for subject-verb agreement, use complete sentences, not fragments, and proper punctuation (2 points).
44. You include specific and vivid words and avoid vague words (good, great, big, awesome, amazing, fun, terrific, bad, nice, stuff, things, okay). Each VAGUE WORD will be a .25 point deduction.

Required Vocabulary Words: (10 points total)

45. You use FIVE of the TEN provided vocabulary words in your essay and UNDERLINE them (2.5 points)
46. You use the words in the given part of speech (2.5 points)
47. You use the words in a sentence that shows your understanding of the definition through CONTEXT CLUES (5 points)
48. If the words are not UNDERLINED, no credit will be given.
49. The list includes: solemn, raging, apprentice, dignify, frankly, moping, suspicious, tenacity, spectators, spiteful.